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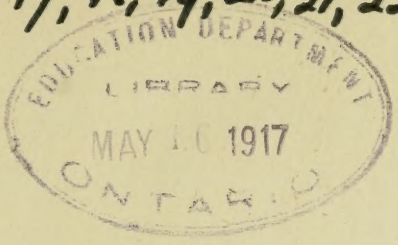

UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1915, NO. 16 - - - - - - - WHOLE NUMBER 641

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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JUNE, 1915

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology; Child study—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Commercial education—Professional education—Military training—Education of women—Negro education—Defective children—Libraries and reading—Education extension.

INTRODUCTORY NOTES.

Some prominent books of the month are the following, the numbers in parentheses referring to the full entries in this record: Bruce, Psychology and parenthood (722); Dickinson, Music and the higher education (734); Wisconsin state board of public affairs, Conditions and needs of Wisconsin's normal schools (761); Deming, Yale yesterdays (766); Sharpless, The American college (776); Wisconsin state board of public affairs, Survey of the University of Wisconsin (779); Horn, Participation of pupils in class-room recitations (793); Mills, American school building standards (799); Lee, Play in education (810); Cope, Religious education in the family (824).

Vol. 1, no. 2, June 1915, of the new periodical, Immigrants in America review, published quarterly by the Committee for immigrants in America, 95 Madison avenue, New York city, contains among its contributions the following articles of special interest: The Y. M. C. A. teaching foreign-speaking men, by Peter Roberts, p. 18–23; Schools in temporary construction camps, by Jane E. Robbins, p. 28–30; The city's responsibility to the immigrant, by Raymond E. Cole, p. 36–41; Survey of adult immigrant education, by H. H. Wheaton, specialist in the education of immigrants, U. S. Bureau of education, p. 42–65.

With this issue, the record suspends publication for the months of July and August. The next number will appear in September.

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly

or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

688. **Association of colleges and secondary schools of the Southern states.** Proceedings of the twentieth annual meeting . . . University of Virginia, October 22–23, 1914. Nashville, Tenn., Publishing house of the Methodist Episcopal church, South. 109 p. 8°. (B. E. Young, secretary, Vanderbilt university, Nashville, Tenn.)

Contains: 1. J. C. Walker: The professional standing of teachers, p. 30–39. 2. Elizabeth A. Colton: Report of the committee on the junior college problem, p. 40–49. 3. F. P. Keppel: Economy of time in college education, p. 50–54. 4. T. S. Baker: The place and mission of the private school, p. 57–67. 5. W. H. Davis: Ways and means of increasing the efficiency of the private secondary schools, p. 68–74. 6. A. L. Hall-Quest: Educational values and American needs, p. 75–91. 7. W. S. Learned: The teacher's colleague, p. 92–105.

689. **Illinois state teachers' association.** Journal of proceedings of the sixtieth annual meeting . . . held at Springfield, Ill., December 29–31, 1913. 192 p. 8°. (G. W. Conn, jr., secretary, Woodstock, Ill.)

Contains: 1. F. G. Blair: From chance to certainty in education, p. 38–42. 2. W. P. Morgan: Is there any science in education, p. 53–61. 3. Eugene Davenport: Blending the technical and the non-technical in education, p. 65–71. 4. L. D. Coffman: The rating of teachers, p. 82–88. 5. W. P. Morgan: Vocational education, p. 100–4. 6. H. J. Barton: The classics in the high schools and colleges of the Middle West, p. 106–12. 7. W. B. Owen: Moral education in the high school, p. 120–24. 8. Zonia Baker: A need of a stronger and more vigorous professional spirit among high school teachers, p. 124–28. 9. C. H. Johnston: Education and the emotions, p. 128–31. 10. C. E. Allen: The place of the humanities in education, p. 134–39. 11. C. E. Holley: The best beginning age, p. 151–55. 12. C. L. Harlan: Relation of size of classes to schoolroom efficiency, p. 155–61. 13. C. H. Taylor: Comparison of the arithmetical abilities of rural and city school children, p. 161–64. 14. W. H. Packard: The attitude of the school toward the teaching of sex hygiene, p. 173–79.

690. **Iowa state teachers' association.** Proceedings of the sixtieth annual session . . . held at Des Moines, Iowa, November 5–7, 1914. 196 p. 8°. (O. E. Smith, secretary, Indianola, Iowa.)

Contains: 1. J. E. Stout: Tests of educational achievement, p. 27–36. 2. A. M. Deyoe: Public school activities in Iowa, p. 36–51. 3. G. M. Wilson: The meaning of the school survey to the city superintendent, p. 59–64. 4. W. S. Hendrixson: Vocational focus in the college course, p. 66–72. 5. J. C. Reed: The training a commercial teacher should have and what he should be expected to do, p. 124–31. 6. Julia W. Abbot: The relation between the kindergarten and the elementary school, p. 135–43.

691. **Minnesota educational association.** Journal of proceedings and addresses of the fifty-second annual meeting, held at St. Paul, Minn., October 21–24, 1914. Minneapolis, Minn., 1915. 231 p. 8°. (M. E. A. News-letter, vol. 2, no. 1) (E. D. Pennell, secretary, Minneapolis, Minn.) 5 cents postage.

Contains: 1. Henry Suzzallo: The new social point of view in education, p. 64–70. 2. J. B. Davis: Vocational and moral guidance a function of the public schools, p. 71–80. 3. W. T. Foster: The professional spirit, p. 81–88. 4. Theodore Soares: Moral education and world peace, p. 89–95. 5. J. E. Freeman: The school as a moral force, p. 96–101. 6. Florence Kelley: School children who work, p. 123–29. 7. Cora W. Stewart: Moonlight schools in Kentucky, p. 130–38. 8. A. E. Koenig: Suggestions toward standardizing German instruction, p. 155–62. 9. G. J. Miller: Essentials of modern geography and criteria for their determination, p. 166–72. 10. L. L. Everly: Relation of the county superintendent to the teacher, p. 205–10. 11. Caroline Crawford: The place and value of the dramatic arts in education, p. 213–21.

692. **Missouri state teachers' association.** Proceedings of the fifty-third annual meeting . . . held at St. Joseph, Mo., November 12–14, 1914. Bulletin Missouri state teachers' association, 1, nos. 1 and 2, January, April 1915. (E. M. Carter, secretary, Cape Girardeau, Mo.)

Contains: No. 1.—1. Herbert Pryor: The Missouri school survey, p. 37–39. 2. E. M. Violette: Missouri history in the schools, p. 61–67. 3. Bessie M. Whitely: The orchestra in the grade school, p. 74–76. No. 2.—4. H. W. Foght: Efficiency and preparation of rural school teachers, p. 10–13. 5. W. K. Tate: The rural school of the future, p. 34–36. 6. M. A. O'Rear: What are the essentials in a rural school course of eight years, p. 37–41. 7. G. W. Reavis: The relation of the rural school to the needs of the people, p. 48–52. 8. W. K. Tate: Some country schools I have visited, p. 54–58. 9. C. A. Greene: Desirable changes in the present organization of the public schools—the high school, p. 62–67. 10. A. W. Trettien: Differentiation of the field in universities, colleges and normal schools in the training of teachers, p. 72–78

693. **North Carolina teachers' assembly.** Proceedings and addresses of the thirty-first annual session . . . at Charlotte, November 25–28, 1914. Raleigh, Edwards & Broughton printing co., 1915. 279 p. 8°. (E. E. Sams, secretary, Raleigh, N. C.)

Contains: 1. Marietta L. Johnson: The experiment at Fairhope, p. 56–60. 2. Zebulon Judd: A professional standard for teachers, p. 99–104. 3. N. W. Walker: A high school curriculum without a foreign language. Can such a curriculum be constructed that will put high school graduates into North Carolina colleges without condition? If not, why not? p. 160–79. 4. I. C. Griffin: Normal training in high schools, p. 195–200. 5. Suggestions for the training of teachers in service—From the viewpoint of the teacher [by] Antoinette Black, p. 200–2; From the viewpoint of the principal [by] J. M. Davis, p. 202–5; From the viewpoint of the normal school [by] R. A. Merritt, p. 205–7; From the viewpoint of the college [by] H. W. Chase, p. 207–8; From the viewpoint of the state department of education [by] N. C. Newbold, p. 208–11. 6. W. S. Pratt: The problems of standardization, p. 219–30. 7. T. P. Harrison: How can men be retained in the teaching profession? p. 233–38. 8. N. W. Walker: Permanent certificates for professional teachers, p. 241–59.

694. **Pennsylvania educational association. County superintendents' department.** Proceedings of the twelfth annual meeting at Harrisburg, December 29–30, 1914. Pennsylvania school journal, 63: 442–62, April 1915.

Contains: 1. R. O. Welfling: What constitutes a standard one-room school? p. 442–44. 2. F. E. Shambaugh: Standards in the recitation, p. 444–47. 3. T. A. Bock: Necessity for closer supervision, p. 447–50. 4. Frank Koehler: Professional training for young teachers, p. 450–53. 5. I. H. Mauser: How shall we get professionally trained teachers in the schools? p. 454–56. 6. Orton Lowe: Importance of rural schools of methods, p. 456–59. 7. T. S. Davis: How to keep pupils in school, p. 459–61.

695. **Pennsylvania educational association. Department of city and borough superintendents.** Proceedings of the thirty-fifth annual session at Harrisburg, December 29–30, 1914. Pennsylvania school journal, 63: 431–41, April 1915.

Contains: 1. C. F. Hoban: The salary question, p. 431–32. 2. G. E. Zerfoos: The grading of pupils, p. 433–35. 3. F. W. Wright: Waste or by-product from our elementary schools, p. 435–39. 4. I. B. Bush: Efficiency tests as applied to the work of the public schools, p. 440–41.

696. **Pennsylvania. University. Schoolmen's week.** Papers read at the meetings, April 13–17, 1915. Old Penn, 13: 997–1043, May 8, 1915.

Contains: 1. J. R. Smith: The rural school and rural life, p. 998–1000. 2. N. C. Schaeffer: More money for public schools, p. 1000–1002. 3. T. H. Briggs: The junior high school. Its advantages and disadvantages, p. 1002–7. 4. George Wheeler: The adaptability of the junior high school to large cities, p. 1007. 5. P. M. Harbold: Minimum standards for beginning teachers in rural schools of Pennsylvania, p. 1008–9. 6. G. M. Philips: The normal schools as agencies for the preparation of rural teachers, p. 1010–12. 7. H. W. Foght: Rural teacher training through secondary schools, p. 1012–15. 8. H. W. Foght: Course of study in the rural schools, p. 1015–16; Discussion, p. 1016–18. 9. J. W. Sweeney: The county vs. the township as the local unit of school administration in Penn-

sylvania, p. 1018–20. 10. A. C. Monahan: The relative advantages of the township and the county unit of organization for school administration, p. 1023–26. 11. C. N. Kendall: What should go into a city superintendent's report? p. 1026–30; Discussion, p. 1030–32. 12. O. P. Cornman: Standardization of educational records and reports, p. 1032–34. 13. J. H. Van Sickle: Individual vs. mass teaching in the elementary schools, p. 1034–35. 14. Harlan Updegraff: The measurement of the progress of pupils through the school, p. 1035–36.

697. **South Dakota educational association.** Proceedings of the thirty-second annual session. Held at Deadwood, October 21–23, 1914. Mitchell, S. D., Published by the Executive committee. 317 p. 8°. (J. C. Lindsey, secretary, Mitchell, S. D.)

Contains: 1. W. I. Early: A factor of educational efficiency, p. 42–51. 2. C. H. Lugg: State superintendent of public instruction, p. 52–61. 3. Lilly M. E. Borresen: Organization of high school libraries, p. 101–7. 4. B. E. McProud: The interdependence of the high school and the college, p. 113–20. 5. E. K. Eyerly: The university and the state, p. 121–27. 6. H. C. Souder: How may we increase the number of eighth grade graduates? p. 138–41. 7. W. F. Bushnell: The relation of the school teacher to the physician, p. 187–96. 8. D. Mae Miller: Cooperation of music supervisor and teachers, p. 226–33. 9. Loretta McElburry: Aim and scope of a state course of study in sewing for rural and elementary schools, p. 245–52.

EDUCATIONAL HISTORY.

698. **Hierl, Ernst.** Die entstehung der neuen schule; geschichtliche grundlagen der pädagogik der gegenwart. Leipzig und Berlin, B. G. Teubner, 1914. 211 p. 8°.

A book which leads the reader to a real understanding of the personal and impersonal factors which have worked toward the creation of "the new school." While the historical account is confined to German education, the general features of the educational movement depicted and the conclusions drawn are of universal significance and application.

699. **Jernegan, Marcus W.** The beginnings of public education in New England. School review, 23: 319–30, May 1915.

An interesting historical sketch. Effects of environment and general economic conditions in molding education in New England.

700. **Kerschensteiner, Georg.** Führende pädagogen der gegenwart über sich selbst. II. Zwanzig jahre im schulaufsichtsamt. Ein rückblick. Archiv für pädagogik. I. teil. Die pädagogische praxis, 3: 97–118, February 1915.

Kerschensteiner's retrospect of his work.

CURRENT EDUCATIONAL CONDITIONS.

701. **Ayres, Leonard P.** School surveys. School and society, 1: 577–81, April 24, 1915.

Takes up the survey movement and the definite characteristics of school surveys.

702. **Bobbitt, John Franklin.** The San Antonio public school system; a survey conducted by J. F. Bobbitt. San Antonio, Tex., The San Antonio school board, 1915. iv, 257 p. diagrs. 8°.

703. **Gast, Paul.** Wissenschaft und auswärtige kulturpolitik. Akademische rundschau, 3: 228–37, April 1915.

An account of the work, present and prospective, of the "Deutsch-Südamerikanische institut," founded 1912, at Aachen.

704. **Hardy, Edward L.** The elementary school and the financial situation in California. Sierra educational news, 11: 224–34, April 1915.

705. **Murray, Gilbert.** German scholarship. Quarterly review (London), 223: 330–39, April 1915.

One of a series of articles on German "kultur." Says: "In sheer straightforward professional erudition Germany easily leads the way." Points out differences between English and German intellectualism.

706. National education and the war. School world (London), 17: 161–69, May 1915.

A symposium dealing with systems of education which have been built up by the belligerent nations, especially the British and German systems. Effects upon national character, etc.

707. **Nötzel, Karl.** Das heutige Russland. Zur entwickelungsgeschichte der russischen seele. Deutsche rundschau, 41: 92–113, 218–39, April, May, 1915.

An understanding and sympathetic interpretation, historical in form, of the social, intellectual, and spiritual life of Russia.

708. **Richter, Johannes.** Weltkrieg und erziehungsreform. Arbeitsschule, 29: 11–20, January 1915.

One of the more sane and thoughtful articles on the aims of education after the conclusion of the European war.

709. **Sargeant, Ide G.** Vermont and the Carnegie survey. Journal of education, 81: 508–11, May 13, 1915.

The writer in this article criticises Dr. Pritchett for his words on the Vermont situation which appeared in the North American review for April.

710. **Schremmer Wilhelm.** Was lehrt uns der krige? Neue bahnen, 26: 280–85, April 1915.

The war proves the need of, 1, obedience; 2, ideals; 3, the "einheitsschule": "a genuine national education built from the foundation up, and recognizing the unity of the people and the equality of all citizens"; 4, the recognition that there are educators besides the school; 5, the physical fitness of youth.

711. **Walzel, Oskar.** Zukunftsaufgaben deutscher kultur. Internationale monatsschrift für wissenschaft, kunst, und technik, 9: 687–714, March 1915.

An interpretation of the German mind by one of the leading historians of German literature.

PEDAGOGICS AND DIDACTICS.

712. **Bachman, Frank P.** The quality of instruction versus the subject-matter of instruction. Elementary school journal, 15: 491–97, May 1915.

Discusses the findings of school surveys recently made; causes assigned for poor instruction; and intimations of a more basic cause. Takes up subject of textbooks on history. Form of teaching gravitates toward "the level of appeal to memory and mechanical drill."

713. **Conrad, Otto.** Die höherbildung der rasse als aufgabe der pädagogik. Deutsche schule, 19: 22–27, January 1915.

Sketches the pedagogical ideas of Jean Marie Guyau as expounded in his book "Éducation et herédité" (1887) and compares Guyau's social standpoint with the individualistic standpoint of Nietzsche.

714. **Gansberg, Fritz.** Grundgedanken der modernen pädagogik. Neue bahnen, 26: 159–76, January/February 1915.

An exposition of the fundamental principles of modern pedagogy—dictated by the needs of modern society, but as yet far too little realized in educational practice.

715. **Hémon, Félix.** La pédagogie de Pécaut d'après de nouveaux documents. (1er article.) Revue pédagogique, 66: 129–44, March 1915.

716. **Kaufmann, Paul.** Die grundgedanken der pädagogik Fr. W. Foersters—Darstellung und beurteilung. Pädagogische warte, 22: 235–40, 287–92, March 15, April 1, 1915.

Paper says: "To the intellectualism, universalism, and 'politicism' (overstressing of the idea of the state and subordination of the individual) of Hegel, contemporary pedagogical reform opposes demands for the arbeitsschule, for art education, for individualistic and moral pedagogy. Fr. W. Foerester is the representative of this tendency."

717. **Lincoln, Lillian I.** Everyday pedagogy, with special application to the rural school. Boston, New York [etc.] Ginn and company [1915] viii, 310 p. 12°.

718. **Wapler, ———.** Die frage nach einem einheitlichen ziel der erziehung im hinblick auf die spannungen und gegensätze im modernen kulturleben. Pädagogische warte, 22:189–98, March 1, 1915.

A philosophical consideration of the possibility of a coherent aim of education, alive to the "winds of doctrine" and "streams of tendency" of contemporary times.

719. **Warstatt, Willi.** Der geist des Pfadfinders und Wandervogels. Säemann, heft 12:426–32, February 1915.

"Among the educative forces outside of family and school which have, within recent times, exerted an influence upon [German] youth, two are among those of first rank: the 'Pfadfinderbund,' upon the one hand, and the 'Wandervogel' upon the other."

The author draws an acutely and philosophically conceived distinction between the two organizations with respect to the spirit that informs them.

720. **Wills, E. V.** The educational theories of Friedrich Nietzsche. Virginia journal of education, 8:427–30, April 1915.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

721. **Ayres, Leonard P.** A measuring scale for ability in spelling. New York city, Division of education, Russell Sage foundation [1915] 58p. fold. chart. 12°.

722. **Bruce, H. Addington.** Psychology and parenthood. New York, Dodd, Mead & company, 1915. 293p. 12°.

Reviews and unifies, in non-technical language, the findings of modern psychology which bear especially on the laws of mental and moral growth. Author maintains that by making certain reforms, it is entirely feasible to develop mental and moral vigor in the mass of mankind to an astonishing degree.

723. **Cellérier, L.** La lutte pour la véracité (Hygiène de la véracité. Traitement du mensonge). Éducation, 7: 10–24, March 1915.

A psychological and pedagogical study of children's lies.

724. **Hintermann, O.** Die untersuchungen des psychologischen institutes über die geistige entwickelung der schulkinder. Pestalozzianum, n. f., 12: 1–6, January 1915.

States conclusions of psychological investigations conducted at the psychological institute of the University of Zurich, as follows: 1. The development of the number concept in children (K. Brandenberger. Die zahlauffassung beim schulkinde. Beiträge zur pädagogischen forschung, hrsg. v. Brahn und Dörnig. Leipzig 1914). 2. The development of the faculty of judgment. 3. Learning to read according to the analytic and synthetic methods. 4. The development of space perception. 5. The course of study in natural sciences in the upper grades (7th and 8th classes).

725. **Simpson, B. R.** Reliability of estimates of general intelligence, with applications to appointments to positions. Journal of educational psychology, 6: 211–20, April 1915.

"An experimental study of the ranking of college graduates, and a suggested application of the method to the work of college appointment bureaus in the task of recommending men for positions."

SPECIAL METHODS OF INSTRUCTION.

726. **T., M.** Le cinématographe un danger intellectuel et moral pour l'enfance: à propos d'une enquête récente. Éducation, 7: 30–38, March 1915.

Résumé of a brochure by Vital Plas, "L'Enfant et le cinéma," Brussels, 1914, which is based upon an international inquiry by the Société belge de pédotechnie on the intellectual and moral effects of the "movies." The findings and conclusions of the inquiry were published in the Revue de pédotechnie.

SPECIAL SUBJECTS OF CURRICULUM.

727. **Association of high school teachers of English of New York city.** Reports of committees. Bulletin XVI, May 1915. 59p. 8°.

Contains: 1. R. T. Congdon: Some forms of co-operation in English composition teaching, p. 3–9. 2. Report of the committee on co-operation, p. 9–18. 3. G. P. F. Hobson: Co-operation between English and Latin, p. 19–22. 4. J. E. Peabody: Co-operation between English and biology, p. 22–25. 5. Maude M. Frank: Report of the committee on literature in the high school, p. 31–37. 6. Report of the committee on public speaking and dramatics, p. 45–49.

728. **Association of history teachers of the Middle States and Maryland.** Proceedings of the meetings held in 1914 at Trenton, N. J., and New York, N. Y. No. 12. 105p. 8°. (Edgar Dawson, secretary, Hunter college, New York, N. Y.)

Contains: 1. C. N. Kendall: The teaching of local history in the schools, p. 9–17; Discussion, p. 17–18. 2. A. C. Howland: The teaching of military history in the schools, p. 28–31. 3. S. B. Howe: Should military history be taught in our schools and colleges? p. 32–37. 4. J. H. Latané: The significance of local history, p. 38–43. 5. William Fairley: History teachers for secondary schools, p. 69–79; Discussion, p. 79–92.

729. **Music supervisors' national conference.** Eighth annual meeting at Pittsburgh, March 22–26, 1915. A summarized report of the sessions. School music, 16:19–50, March–April 1915.

Contains: 1. Earl Barnes: The relation of rhythmic exercises to music, p. 25–26, 28, 30. 2. P. P. Claxton: The place of music in national education, p. 30, 32, 34, 36. 3. K. W. Gehrkens: Ultimate ends in public school music, p. 44, 46, 48, 50.

730. **Abbott, Allan.** A course of study in English for a metropolitan academic high school. Teachers college record, 16:13–31, May 1915.

A study in the development of a course of study to meet particular social needs. The course outlined in the article was planned and in its main features carried out in the Horace Mann high school during the winters of 1912–1914.

731. **Bate, W. G.** An experiment in teaching a course in elementary sociology. School review, 23:331–40, May 1915.

A high school course in sociology and social problems. Satisfactory results attained in Mankato high school, Minnesota. Gives an outline of the course.

732. **Chandler, Frank W.** A creative approach to the study of literature. English journal, 4:281–91, May 1915.

The author has been conducting a course in literary appreciation at the University of Cincinnati. He assigns for study various types of literature and the pupils give oral and written reports on what they have read. They endeavor to express the spirit of the poems they have read in verses of their own. "Critical interpretation and appreciative creation complement each other."

733. **Conrad, Otto.** Fr. W. Foerster's idee der staatsbürgerlichen erziehung. Zeitschrift für lateinlose höhere schulen, 26:71–77, February 1915.

A brief exposition and a criticism of the leading ideas expounded by Foerster in his book: "Staatsbürgerliche erziehung. Prinzipienfragen politischer ethik und politischer pädagogik." 2d ed. 1914.

734. **Dickinson, Edward.** Music and the higher education. New York, C. Scribner's sons, 1915. 234 p. 12°.

CONTENTS.—Prelude: In a college music room.—1. The college and the fine arts.—2. Music in the college.—3. Teacher and critic: his preparation and his method.

735. **Dunn, Arthur William.** By what standard shall we judge the value of civic education? Boston teachers news letter, 3:4–10, May 1915.

Read before the American institute of instruction, July 1914.

736. **Gammans, Harold W.** The pupil who fails in secondary school English; how to teach him. Education, 35:565–70, May 1915.

Continued from February number. Value of supplementary reading to arouse interest, etc.

737. **Handschin, Charles H.** Problems in teaching modern languages. Education, 35:597–600, May 1915.

Advocates exercises in direct method based on the text; also texts dealing with the best authors.

738. **Hosic, James Fleming.** The essentials of composition and grammar. School and society, 1:581–87, April 24, 1915.

A paper read before the Department of superintendence of the National education association, at Cincinnati, Ohio, February 26, 1915.

Discusses the different scales and tests in composition and grammar.

739. **Latham, Azubah J.** The making of a festival, with some account of the Teachers college festivals of 1914 and 1915. Teachers college record, 16:44–60, May 1915.

740. **Leavitt, Frank M., *and* Brown, Edith.** History for prevocational boys. Elementary school journal, 15:463–75, May 1915.

Outlines course of study, purport being to give children an elementary appreciation of the evolution of the worker, particularly an understanding of the organizations of labor and capital as they exist today, and kindred topics.

Gives list of references: p. 474–75.

741. **Mackie, Ransom A.** The value of history. Education, 35: 560–64, May 1915.

Discusses the purpose and value of teaching history.

742. **Walker, N. W.** High school pupils tested on spelling. North Carolina high school bulletin, 6:70–76, April 1915.

A test conducted in the high schools of North Carolina. Gives the words used and the per cent of times each word was spelled correctly.

RURAL EDUCATION.

743. **McBrien, J. L.** Ideals in rural education. Arkansas teacher, 3: 2–4, May 1915.

744. ——— Teacher-training for rural schools in public high schools of the United States. American school board journal, 50:30, 32, 34–35, May 1915.

Also in Missouri school journal, 32:204–10, May 1915.

745. **Osborn, Harriet B.** The improvement of rural school grounds and interiors. Education, 35:555–59, May 1915.

Enough land should be provided for a school garden and a suitable playground. Advocates closer relations between the school and the grange.

746. **Uriot, G.** La dépopulation des campagnes. Ses causes. L'école peut-elle y porter remède? Revue pédagogique, 66:145–56, March 1915.

"To accomplish this delicate task"—of staying depopulation of the rural districts through emigration to the city and through decline of the birthrate—"it is necessary that the teacher himself be country-bred, one who knows and loves the fields."

SECONDARY EDUCATION.

747. **Angell, James R.** The junior college movement in high schools. School review, 23:289–302, May 1915.

Based upon data obtained from nineteen universities and seven colleges, members of the North central association, or institutions of like character. Thinks that such colleges will bring opportunities for advanced vocational training to thousands of students.

748. **Douglass, Aubrey Augustus.** The present status of the junior high school. Pedagogical seminary, 22: 252–74, June 1915.

749. **Hoblit, Merritt L.** The high school unit: quantity, quality, and credit. School review, 23:303–6, May 1915.

Says that a unit of high school work is very difficult to define in any other than a quantitative way.

750. **Inglis, Alexander.** A fundamental problem in the reorganization of the high school. School review, 23: 307–18, May 1915.

Says that the six-year high school plan will solve many of the perplexing problems in school organization, most of which center around the seventh and eighth grades of the elementary school and the first year of the high school.

751. ———. The socialization of the high school. Teachers college record, 16: 1–12, May 1915.

752. **Puncheon, Katharine E.** High school programme of studies: constants and electives. Pennsylvania school journal, 63: 477–81, May 1915.

The writer is convinced that boys and girls of high school age accomplish more on a rather carefully prescribed course of study, wisely and judiciously administered. Thinks that to open a system of free election or even comparatively free election to high school students cannot bring good results.

753. **Snedden, David.** High schools—new and old. School and society, 1: 621–26, May 1, 1915.

Notes of an address given by Commissioner David Snedden, of Massachusetts, before the Philadelphia high school teachers' association, March 20, 1915.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

754. **Brown, Elmer Ellsworth.** University departments and schools of education. Old Penn, 13: 943–46, April 24, 1915.

Lecture delivered under the auspices of the School of education of the University of Pennsylvania.

755. **Green, Clyde C.** The promotion of teachers on the basis of merit and efficiency. Journal of education, 81: 482–83, May 6, 1915.

Address delivered before the Department of Superintendence, National education association, February 1915.

Also in School and society, 1: 705–9, May 15, 1915.

756. **Hodgson, Elizabeth.** Equal salaries for men and women teachers. Education, 35: 571–77, May 1915.

Says that equal salaries for men and women almost "inevitably means lowering the present level for men, driving into other work many of the best ones now teaching." Cites sociological reasons for employing more male teachers in grammar and secondary schools.

757. **Meierhofer, Hans.** Morbidität und mortalität der lehrer. Schweizerische blätter für schulgesundheitspflege und kinderschutz, 13: 49–52, April 1915.

Statistics gathered in Zurich, 1912, 1913, and 1914, which give occasion for interesting comparisons and conclusions. Age and sex of teachers are considered as important factors.

758. **Moore, V. B.** Legal rights of patrons and teachers in public schools. School and home, 7: 8–9, May 1915.

Considers the authority of the teacher under three headings: Authority at the school; Authority on the way to and from school, and, Authority at home.

759. **National council of teachers of English.** Preparation of high-school teachers of English. A report of a committee of the National council of teachers of English. English journal, 4: 323–32, May 1915.

Questionnaires were sent to high-school teachers of English. This report presents the tabulation and analysis of the returned questionnaires.

760. **Strong, Edward K., *jr.*** Teacher training. School and society, 1: 587–93, April 24, 1915.

Read before Section L of the American association for the advancement of science, Philadelphia, December 30, 1914.

761. **Wisconsin. State board of public affairs.** Conditions and needs of Wisconsin's normal schools. Report of cooperative survey, by A. N. Farmer, director. Issued by the State board of public affairs, December, 1914. Madison, Wis., Democrat printing company, state printer [1914] 653 p. fold. maps, diagrs. 8°.

HIGHER EDUCATION.

762. **American association of collegiate registrars.** Proceedings of the fifth annual meeting . . . Richmond, Va., February 24–25, 1914. Lexington, Ky., The University press. 72 p. 8°. (Miss Mary Scott, secretary, Galesburg, Ill.)

Contains: 1. A. M. Mann: Should the registrar determine the kind and amount of advanced credit that an applicant shall receive on the basis of college work done elsewhere? p. 9–13. 2. A. H. Espenshade: The best way to deal with applicants who have been "dropped" by other colleges (a) for poor scholarship (b) for misconduct, p. 13–23. 3. C. M. McConn: The question of statistics. What statistics should be kept by a registrar's office, and what provision should be made for publishing them, p. 25–35. 4. A. A. Bacon: Should the registrar in a small college be a teaching member of the faculty? p. 39–43. 5. E. H. Davis: To what extent, if at all, should the registrar be a disciplinarian? p. 52–54. 6. A. H. Parrott: Should the registrar do any teaching? What, if any, benefits are to be gained by his doing so? p. 54–57.

763. **American sociological society.** Papers and proceedings, ninth annual meeting, held at Princeton, N. J., December 28–31, 1914. Vol. IX. Freedom of communication. Chicago, Ill., The University of Chicago press [1915] 202 p. 8°.

Contains: 1. U. G. Weatherly: Freedom of teaching in the United States, p. 133–49. 2. H. S. Pritchett: Reasonable restrictions upon the scholar's freedom, p. 150–59. 3. Discussion by F. L. McVey, E. B. Gowin, C. C. North, Scott Nearing, E. A. Ross, E. L. Earp, Maurice Parmelee, p. 159–68. 4. Preliminary report of the joint committee on academic freedom and academic tenure, p. 170–76. 5. Report of the committee on sociology in the training of teachers, p. 176–83.

764. **Bourne, Randolph S.** Democracy and university administration. Educational review, 49:455–59, May 1915.

Says that the modern university is confronted with the same problems as the modern state—the "struggle between autocratic officers of administration and the democratic personnel of the faculties . . . The faculties must understand that their function is to determine the educational end to be realized. The officers must be left free to realize it with the machinery they find advantageous."

765. **Crawford, William H.** Place and function of the denominational college. Educational review, 49:445–54, May 1915.

Says there are signs of a renaissance of the denominational colleges. With secularism at full tide, there is a decided need for such institutions.

766. **Deming, Clarence.** Yale yesterdays. New Haven, Yale university press, 1915. xvi, 254 p. illus. 8°.

Edited by members of the author's family, with a foreword by Henry W. Farnam.

767. **Dillard, James Hardy.** Colleges and democracy. School and society, 1: 697–700, May 15, 1915.

The writer thinks that the preponderating influences about our colleges are anti-democratic, and that a change in the direction of rigidness of standard would tend to restore intellectual work to its proper place of precedence, and would go far in doing away with influences that are aristocratic in their tendency.

768. **Graham, Edward Kidder.** Inaugural address at the University of North Carolina. School and society, 1:613–21, May 1, 1915.

Delivered on April 21, 1915, on the occasion of the author's installation as president of the University of North Carolina.

Discusses the function of a state university.

769. **Hall, G. Stanley.** Medieval and modern universities. Catholic educational review, 9: 404–23, May 1915.

Also in Pedigogical seminary, 22: 275–89, June 1915.

Address delivered at the celebration of the twenty-fifth anniversary of the Catholic university of America.

770. **Jordan, David Starr.** Stanford's foundation ideals. School and society, 1: 685–97, May 15, 1915.
Founders' day address, delivered by Chancellor Jordan, May 9, 1915.
History of the foundation and growth of Leland Stanford Junior university.

771. **Macbride, Thomas H.** Duplication in separate schools of higher learning, supported by the state. [Burlington, Vt., Free press printing company, 1915] 20 p. 8°.
An address delivered before the National association of state universities, Washington, D. C., November 10, 1914, by the president of the State university of Iowa.

772. **McCormick, S. B.** Shall the denominational or independent college ask for state support? Christian student, 16: 43–48, May 1915.
Address before the Association of American colleges, Chicago, January 14–16, 1915.
Gives reasons why an independent or denominational college should not seek or accept state aid.

773. **Massachusetts. Board of education.** Report of the Board of education relative to the establishment of a state university. Boston, Wright & Potter printing co., state printers, 1915. 43 p. 8°. ([General court 1915] House [Doc.] no. 485.)

774. **Reinsch, Paul S.** The inner freedom of American intellectual life. North American review, 201: 733–42, May 1915.
The free development of scientific teaching. Cooperation between the state governments and the state universities.

775. **Schmidkunz, Hans.** Akademische weltpolitik. Akademische rundschau, 3: 255–65, April 1915.
Discussion, by the secretary of the "Gesellschaft für hochschulpädagogik," of a number of reforms and extensions of German university teaching. Foreign experience is utilized.

776. **Sharpless, Isaac.** The American college. Garden City, New York, Doubleday, Page & company, 1915. ix, 221 p. 12°.
The object of this book is "to give to the general reader a fair idea, hiding neither blemishes nor virtues, of that peculiarly national institution, the American college, as distinct from the university and technological school."

777. **Stansell, Charles V.** Some other aspects of freshman knowledge. Forum, 53: 621–26, May 1915.
Says that education, in any stage, should be "mental discipline induced and supervised by men of vision." Cf. article by Masseck in Forum, 52: 899–902, December 1914.

778. **Taft, William H.** Address before the Department of superintendence, National education association, Cincinnati. Southern school journal, 26: 4–9, May 1915.
Advocates enlarging the Bureau of education into a National university.

779. **Wisconsin. State board of public affairs.** Report upon the survey of the University of Wisconsin. Madison, Wis., State board of public affairs [1915] 957 p. 4°.
Appendices: W. H. Allen's report to the board, E. C. Branson's report to the board, comment by committee of University faculty upon report of investigators.

780. ——— ———. Survey summary re University of Wisconsin, containing the portion thus far released by the State board of public affairs as submitted December 1, 1914, by William H. Allen. Madison, Wis., Wisconsin efficiency bureau, 1915. 107 p. 8°.
CONTENTS.—Scope and method of the survey.—II. What its university means to Wisconsin.—III. Earmarks of efficiency and progress.—IV. Opportunities for increasing efficiency.

SCHOOL ADMINISTRATION.

781. **Brown, George A.** Boards of education versus school boards. School and home education, 34:322–25, May 1915.

Discusses the subject of the dual system of administering vocational education and the place of a board of education in a democracy.

782. **Carroll, Charles.** School law of Rhode Island. Providence, E. L. Freeman co., state printers, 1914. 109 p. 8°. (Rhode Island educational circulars)

CONTENTS.—chap. I. The development of Rhode Island school law.—chap. II. The Rhode Island school system.—chap. III. Rhode Island school law.

783. **Luqueer, Frederic L.** Self-accounting in supervision. Educational review, 49:460–68, May 1915.

Presents a record blank to serve in developing self-directed efficiency.

784. **Mathews, John M.** A report on educational administration, prepared for the Efficiency and economy committee, created under the authority of the 48th General assembly, state of Illinois. [Chicago] 1914. 83 p. 8°.

785. **Maxwell, William H.** How to determine the efficiency of a school or a school system? American school board journal, 50:11–12, 73–74, May 1915.

Address before the Department of superintendence, National education association, February 27, 1915.

The writer thinks that owing to the fact "that it is extremely difficult to segregate the influence of the school, the home, the church, and society, and that children vary enormously in ability, it follows that there is no absolute test of teachers' work."

786. The Minneapolis schools business survey. American school board journal, 50:21–22, 63–64, May 1915.

"The first strictly business survey of a city school system to be undertaken, was that completed in February in Minneapolis. This survey was conducted by Mr. F. S. Staley, Director of the Bureau of municipal research of the Minneapolis civics and commerce association . . ."

This article gives a summary of the findings and recommendations of the survey.

787. **Moore, Ernest C.** The administration of the public schools of New York city. Educational review, 49:469–88, May 1915.

An able critique of public-school administration in New York city, based upon recent investigations, the Moore report, and the Goodnow-Howe report.

788. **Pearse, C. G.** Gary, the city which has seen a great light. American school, 1:104–7, April 1915.

An account of the schools of Gary, Indiana.

789. **Smith, H. P.** The accounting system of a small city district. American school board journal, 50:15–16, 73, May 1915.

790. **Taylor, Joseph S.** Report on Gary (Indiana) schools. Educational review, 49:510–26, May 1915.

Says that the Gary plan deserves special consideration in a borough like the Bronx (New York city) where school congestion is a serious matter. Declares emphatically that the Gary plan, due allowance being made for imperfections, is "the most remarkable educational experiment the world has seen since Pestalozzi."

SCHOOL MANAGEMENT.

791. **Chancellor, William E.** Written examinations: the scientific view. Journal of education, 81:451–56, April 29, 1915.

792. **Elliott, Charles Herbert.** Variation in the achievements of pupils; a study of the achievements of pupils in the fifth and seventh grades, and in classes of different sizes. New York city, Teachers college, Columbia university, 1914. 114 p., 1 l. diagrs. 8°.

Thesis (Ph. D.)—Columbia university, 1914.

Published also as Contributions to education, Teachers college, Columbia university, no. 72.

Bibliography: p. 109–114.

793. **Horn, Ernest.** Distribution of opportunity for participation among the various pupils in class-room recitations. New York city, Teachers college, Columbia university, 1914. v, 40 p., 1 l. 8°.
Thesis (Ph. D.)—Columbia university, 1914.
Published also as Contributions to education, Teachers college, Columbia university, no. 67.

794. **Kelley, Truman Lee.** Educational guidance; an experimental study in the analysis and prediction of ability of high school pupils. New York city, Teachers college, Columbia university, 1914. vi, 116 p., 1 l. diagrs. 8°.
Thesis (Ph. D.)—Columbia university, 1914.
Published also as Contributions to education, Teachers college, Columbia university, no. 71.

795. **Hall-Quest, Alfred L.** Present tendencies in supervised study. Educational administration and supervision, 1: 239–56, April 1915.

796. **Pittenger, Benjamin F.** Scientific studies of the marking system. American schoolmaster, 8: 145–57, April 1915.
Bibliography: p. 156–57.

797. **Snow, Lillian M.** Outline of a plan for use in the making of schedules in educational institutions. Educational review, 49: 527–31, May 1915.

SCHOOL ARCHITECTURE.

798. **Balthis, Frank K.** Beautify the school ground. American school board journal, 50: 13–14, 72–73, May; 19–20, 79, June 1915.
"The author of this article is a landscape gardener of many years experience. As gardener for the Northern Illinois state normal school he has given especial attention to the beautification of school grounds."—Editor.

799. **Mills, Wilbur Thoburn.** American school building standards. [2d ed.] Columbus, O., Franklin educational publishing company, 1915. 616 p. incl. front., illus., plans. 8°.

800. **Schoenfelder, L.** Die hallenschulen in England wieder abgeschafft. Schulhaus, 17: 97–103, heft 3, 1915.
Reports that the school building with a central corridor—widely used in America—has gone out of use in England and is condemned by school hygienists.

801.——— Die schulen Düsseldorf's. Schulhaus, 17: 49–70, heft 2, 1915.
Illustrated with photographs and plans.

SCHOOL HYGIENE AND SANITATION.

802. **Bell, J. Clark.** The hygiene of reading. Child (London) 5: 464–70, May 1915.
Presents a survey of schoolbooks. Discusses the psychology of reading.

803. **Bliss, D. C.** Open window classes. Psychological clinic, 9: 29–38, April 15, 1915.
Results of a study conducted in the schools of Montclair, N. J., to find out the effect of open air classes on the physical and mental condition of the children. "An examination of the charts shows a somewhat inconclusive result, though taken as a whole the classes held under ordinary conditions make more consistent gains and have fewer losses than the open window groups."

804. **Haight, Harry W.** The case system of teaching hygiene and preventive medicine in the upper grades. Educational review, 49: 503–9, May 1915.
In using the "case system," the teacher at the beginning of the lesson distributes to the pupils "records of specific cases of diseases and disorders which occur commonly in every-day life." The diagnosis, prognosis, and treatment must be thought out by the pupils.

805. **Heilman, J. D.** The ill health and defects of our school children. Colorado school journal, 30: 3–7, April 1915.
A paper read before the Colorado schoolmasters' club, March 12, 1915.

806. **Hinsdale, Guy.** Open-air recreation and instruction. Child (London) 5: 372–76, April 1915.
Sketch of open-air theatre, schools and hospitals in the United States.

807. **Meyrich, Oswald.** Blutuntersuchungen an schulkindern. Neue bahnen, 26: 186–94, January-February 1915.
Haemoglobin tests of 2,000 Leipzig children.

808. **Minton, R. C.** Open-air day schools. Child (London) 5: 433–60, May 1915.
An elaborate study of an experiment at the open-air day school, Lincoln, England. Methods and results; curriculum; cooperation of parents; medical and educational problems. Well illustrated.

809. **Tant, Ethel.** An experiment in open-air class work for normal-school children. Child (London) 5: 461–63, May 1915.
Brief but interesting notes of an educational experiment bearing on the health of children, at the Fielden demonstration school, Manchester, England.

PLAY AND PLAYGROUNDS.

810. **Lee, Joseph.** Play in education. New York, The Macmillan company, 1915. xxiii, 500 p. 12°.

811. **Talbert, E. L.** The play attitude and the school fraternity. Popular science monthly, 86: 472–77, May 1915.
Discusses the psychology of play and the evolution of the school fraternity. Shows the benefits and dangers of a high school fraternity.

SOCIAL ASPECTS OF EDUCATION.

812. **Armstrong, Donald B.** Educational work in sanitary food values in New York city. American journal of public health, 5: 347–53, April 1915. illus.
Describes a sanitary exhibit of foods made by the Bureau of food supply of the New York association for improving the condition of the poor.

813. **Rehm, Albert.** Die bayerischen elternvereinigungen. Säemann, heft 12: 433–37, February 1915.
Discusses effect of parents' organizations upon the schools.

814. **Wald, Lillian D.** The house on Henry street. Atlantic monthly, 115: 649–62, May 1915.
Settlement work in New York city. Discusses education and the child. Says that the children of the poor should be protected from premature burdens; childhood should be prolonged and the period of growth.
Part 3 of a series of papers. To be continued.

CHILD WELFARE.

815. **National league of compulsory education.** Fourth annual convention, Detroit, Mich., November 20–21, 1914. Mogy's magazine, 19: 1–21, April 1915. (John B. Quinn, secretary, St. Louis, Mo.)
Contains: 1. W. L. Bodine: President's address, p. 1–3. 2. J. B. Quinn: Following up children who work, and the problem of vocational guidance, p. 3–4. 3. Ella F. Young: The opportunities of modern education, p. 4–5. 4. W. S. Deffenbaugh: Value of cooperating with the U. S. Bureau of education in collecting statistics, p. 6–7. 5. C. E. Chadsey: The minimum educational and age qualifications for employment permits, p. 7–8. 6. Ella M. Cullen: The humane activities of Chicago public schools, p. 8–10. 7. Paul Kreuzpointner: Unconsidered factors in industrial education, p. 10–11. 8. H. H. Todd: Parental schools, p. 12–14. 9. A. J. Willy: The children of the mother who works, p. 14.

816. **Comstock, Sarah.** Mothercraft: The growing mind of the growing child. Good housekeeping, 60: 514–21, May 1915.
Stimulating the imagination of the child. Care of children, and intellectual training in the home.

817. **Haniphy, Joseph A.** Juvenile courts. Educational review, 49: 489–502, May 1915.

Historical and critical sketch of juvenile courts in the United States. Recommends a clinic for each court to correct patent physical defects in the child which are "in a large degree responsible for his violation of the law."

818. **Keller, Maria.** Das sozialpädagogische seminar des jugendheims. Frauenbildung, 14: 101–9, [March] 1915.

Describes course of study and purpose of a school for the training of directors and assistants for crèches. The school is maintained by the "Verein Jugendheim," of Charlottenburg, and has received official recognition.

819. **Woolley, Helen T.** Child labor and the school. American school, 1: 103, April 1915.

"The working certificate officer of a great city gives the reasons why children's working permits ought to be issued by the school authorities."

MORAL EDUCATION.

820. **Mead, Cyrus D.** Can morality be taught. Educator-journal, 15: 447–51, May 1915.

An address delivered at the graduation exercises of the Teachers' institute of the Hebrew union college, Cincinnati, June 13, 1914.

The writer says that "Morality can be taught; it is taught each hour by practice and example; we only err when we think it can be delegated to the classroom teacher and hold him alone responsible."

821. **Mollberg, Albert.** Deutsche charakterbildung. Pädagogische blätter, 44: 49–56, 2. heft, 1915.

Resents the claim, made even by German observers, that English education is superior to German education in the training of character.

RELIGIOUS EDUCATION.

822. **Bradley, Harriet L.** The demand for religious education. Forum, 53: 601–7, May 1915.

Says that the child "to become religious, to become intelligently altruistic, should be trained to habits of independent thought."

823. **Campbell, T. H.** The reading of the Bible in the public schools. Rural educator, 5: 103–4, May 1915.

Considers the objections to the reading of the Bible in the public schools, and gives some positive reasons why it should be read.

824. **Cope, Henry Frederick.** Religious education in the family. Chicago, Ill., The University of Chicago press [1915] 298 p. 12°. (The University of Chicago publications in religious education. Constructive studies.)

Contains bibliographies.

825. **King, Henry C.** The Christian ideal in education: methods of its attainment. Educational review, 49: 433–44, May 1915.

Christian education implies an insight into laws—natural, economic, political, and social. Without such insight, the writer says there can be no true discipline of education. The individual must not only have an esthetic and spiritual appreciation of the beautiful in nature, music and art, but must also share in the social consciousness.

826. **Lewis, Thomas Dean.** Religious education: the need and the remedy. Virginia journal of education, 8: 466–72, May 1915.

827. **McKee, Joseph V.** A serious problem. Catholic world, 101: 208–14, May 1915.

Reviews work of parochial schools. Deprecates lack of interest in secondary education on the part of Catholic boys. Suggests remedies.

828. **Michigan Christian teachers' institute.** Six lectures delivered at the Michigan Christian teachers' institute, held at Grand Rapids, Mich., October 1 and 2, 1914. Kalamazoo, Mich., Dalm printing co. [1914] 108 p. 8°.

An institute held under auspices of the Advisory board of Christian schools of the Reformed churches in Michigan.

829. **Stoutemyer, J. Howard.** Religion and race education. Journal of religious psychology, 7: 273–324, April 1915.

A very interesting study of the philosophy underlying missionary efforts. Evolution of religious ideas.

830. **Wells, Amos R.** The successful Sunday-school superintendent. Philadelphia, The Westminster press, 1915. 179 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

831. **Eastern art and manual training teachers' association.** Proceedings, fourth annual meeting, New York, March 20–22, 1913, and fifth annual meeting, Atlantic City, April 9–11, 1914. Combined report. 1915. 312 p. 8°. (F. P. Reagle, secretary, Board of education, Montclair, N. J.)

Contains: 1. Morris Greenberg: The influence of the modern industrial demands upon the present drawing and art courses, p. 20–30. 2. Lilla M. Olcott: What shall be the grade teacher's normal training in the manual arts? p. 31–35. 3. F. G. Bonser: What constitutes manual training? p. 46–48. 4. W. T. Bawden: The aims of manual training, p. 49–50. 5. E. W. Boshart: The training of the manual training teacher, p. 54–59. 6. C. A. Prosser: Team-play between the schoolmaster and the layman, p. 86–92. 7. Mrs. Andreas Neland: State aid for industrial art education, p. 107–8. 8. A. L. Williston: Adaptation of manual training courses to fit the community needs, p. 133–40. 9. C. N. Kendall: The fine, industrial and household arts in public education, p. 159–67. 10. C. A. Prosser: The place of art in industry, p. 168–79. 11. E. C. Emerson: Prevocational schools—a scheme of education for the motor minded, p. 180–87. 12. F. H. Ball: Unit courses in Pittsburgh elementary industrial schools, p. 189–203. 13. Mary F. Marshall: Opportunities for vocational training in household arts courses, p. 204–9. 14. Morris Greenberg: What the average teacher may accomplish in blackboard drawing, p. 210–14. 15. Jean Kimber: Standards of measurement in drawing, p. 215–19. 16. J. P. Haney: The art of teaching art, p. 220–31. 17. F. G. Bonser: Vocational guidance as an opportunity for teachers of the practical arts, p. 232–39. 18. F. E. Mathewson: Vocational courses in the high school, p. 256–64.

832. **Dean, Arthur D.** A better man and better job. Industrial-arts magazine, 3: 193–96, May 1915.

The writer says that "In view of our present industrial problem we can ill afford in our educational practice, to separate intellectual attainments and manual skill." He asks, "Is there no way of bringing the two together? Must we always separate brains and work—culture and vocation—head and hand—in pedagogical discussions?"

833. **Henderson, Wilson H.** Manual training as vocational education. An investigation. Industrial-arts magazine, 3: 243–46, May 1915.

834. **Indiana university. School of education.** Some facts concerning the people, industries, and schools of Hammond, and a suggested program for elementary industrial, prevocational, and vocational education. Robert J. Leonard, professor and director vocational education, Indiana university. Hammond, Ind., 1915. 165 p. 8°.

835. **Lapp, John A.** National aid for vocational education. School and society, 1: 649–57, May 8, 1915.

836. **Leonard, Robert Josselyn.** A study of the people of Indiana and their occupations for purposes of vocational education. [Bloomington, Ind., 1915] 143 p. 8°. (Indiana university bulletin. vol. XII, no. 17. Indiana university studies, 26)

837. **Lull, Herbert G.** Vocational instruction in the high school. Manual training and vocational education, 16: 529–36, May 1915.

"Much of the material of this article is drawn from a recent vocational survey of Bellingham, Wash., made by the writer in connection with his work on the State vocational commission."

Discusses the practicability of establishing vocational departments in the existing high schools.

838. **Monahan, A. C.** Federal aid for vocational training: the Smith-Lever and the Smith-Hughes bills. Journal of home economics, 7: 245–48, May 1915.

839. **Owen, William Bishop.** Vocational education in Illinois. The contest. American school, 1: 99–102, April 1915.

"An account of the struggle which Illinois is making to keep her public schools from being divided into two competing groups of schools in each community, each group bidding against the other for favor and funds."

840. **Prosser, C. A.** Vocational education for New York city. Educational administration and supervision, 1: 231–38, April 1915.

Extracts from an address before the industrial conference for New York city, June 29, 1914.

841. **Reading, Pa. Board of school directors. Dept. of practical arts.** A survey of manual, domestic, and vocational training in the United States. [Reading, Pa., 1915] 156 p. 8°.

Results of an inquiry sent to typical American cities.

Wallace E. Hackett, director of practical arts.

842. **Smith, Walter R.** Some practical aspects of vocational education. Teaching, 1: 6–16, April 1915.

Discusses the subject under the following headings: Changes necessary in the grades, Changes necessary in the high school, Necessary changes in equipment and method, The three needs.

843. **Snedden, David.** Vocational education. New republic, 3: 40–42, May 15, 1915.

Comments on recent contributions to the New republic by John Dewey, such as item 643 in the May record. Dr. Dewey's reply, entitled Education vs. trade-training, follows Dr. Snedden's communication, p. 42–43.

VOCATIONAL GUIDANCE.

844. **National vocational guidance association.** Proceedings . . . being the fourth national convention on vocational guidance, held at Richmond, Va., December 7–9, 1914. Published by the Association, 1915. 63 p. 8°. (W. Carson Ryan, jr., secretary, Bureau of education, Washington, D. C.)

Contains: 1. J. D. Elliff: Vocational guidance—a function of the university, p. 12–16. 2. F. V. Thompson: Vocational guidance in Boston, p. 17–24. 3. W. A. Wheatley: Some suggestions for presenting a course in vocational information to pupils in our smaller schools, p. 24–29. 4. I. S. Wile: Vocational guidance and the curriculum, p. 29–35. 5. D. S. Hill: The problems of vocational guidance in the South, p. 36–44. 6. P. P. Claxton: Part-time secondary schooling and vocational guidance, p. 44–48. 7. Julia C. Lathrop: Some items to be considered in a vocational guidance program, p. 49–50. 8. Anne S. Davis: A brief statement of the work of the vocational bureau and the joint committee for vocational supervision, p. 51–56. 9. Margaret Brown: The work of the scholarship committee, p. 59–61.

845. **Ranft, Hermann.** Berufsberatung. Neue bahnen, 66: 286–93, April 1915.

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847. **Association of American agricultural colleges and experiment stations.** Proceedings of the twenty-eighth annual convention . . . held at Washington, D. C., November 11–13, 1914. Montpelier, Vt., The Capital City press, 1915. 272 p. 8°. (J. L. Hills, secretary, Burlington, Vt.)

Contains: 1. A. C. True: Report of Committee on instruction in agriculture, p. 27–63. 2. H. P. Armsby: Report of the Committee on graduate study, p. 64–70. 3. A. C. True: Presidential address, p. 86–96. 4. K. L. Butterfield: Report of Committee on college organization and policy, p. 106–9. 5. A. C. True: The administration of the Smith-Lever extension act, p. 113–18. 6. A. M. Soule: The administration of the Smith-Lever act, p. 119–26. 7. Miss E. B. Kelley: Extension work in home economics, p. 133–38. 8. A consideration of the Hughes educational bill [by] Brown Ayres, p. 156–58; [by] P. P. Claxton, p. 158–61. 9. E. T. Fairchild: The relation of the agricultural college to school instruction in agriculture and home economics, p. 164–69; Discussion, p. 169–76. 10. D. H. Hill: Changes in college attitudes, p. 176–80. 11. C. A. Lory: Instruction costs in agricultural colleges, p. 182–213. 12. C. R. Titlow: Correlating the extension work of the colleges with other agencies in the state, p. 253–57.

848. **Maphis, Charles G.** The proper preparation and equipment, academic and professional, of teachers in schools of agriculture. [Washington, U. S. Department of agriculture, 1915] 13 p. 8°.

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851. **Association of American medical colleges.** Proceedings of the twenty-fifth annual meeting, held at Chicago, February 17, 1915. 116 p. 8°. (F. C. Zapffe, secretary, Chicago, Ill.)

Contains: 1. Isadore Dyer: The medical career, p. 5–10. 2. H. S. Pritchett: The classification of medical schools, p. 11–21; Discussion, p. 21–29. 3. F. C. Waite: Minimum expense of maintenance of first two years of an acceptable medical school, p. 43–47. 4. J. L. Heffron: The minimum expense of maintenance of the clinical department of an acceptable medical college, p. 48–52. 5. John Sundwall: The present relations between the college and the medical school, p. 53–70. 6. Report of Committee on medical education and pedagogics, p. 82–108.

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854. **Malcolm, George A.** The college of law, University of the Philippines. American law school review, 3: 628–33, May–June 1915.

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857. **Hedler, A.** Bürgerkunde in der frauenschule. Lyzeum, 2: 281–92, March 1915.

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858. **Miller, Sarah Pleis.** Have women's salaries been increased by higher university training? Journal of the Association of collegiate alumnæ, 8: 73–79, April 1915.

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860. **Blascoer, Frances.** Colored school children in New York. [New York] Public education association of the city of New York, 1915. 176 p. 8°.

861. **Woodson, Carter G.** The education of the negro prior to 1861. A history of the education of the colored people of the United States from the beginning of slavery to the Civil war. New York and London, G. P. Putnam's sons, 1915. 454 p. 8°.

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862. **Andrews, Harriet U.** A deaf boy who is being rightly trained. Volta review, 17: 165–71, May 1915.

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863. **Nöll, Heinrich.** Formale und materielle intelligenzdefekte als hemmungen im ersten leseunterricht der schwachbegabten und eine diesen defekten angepasste leselehrmethode. Zeitschrift für kinderforschung, 20: 153–71, January 1915.

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866. **Dooley, W. H.** Purpose of an evening high school. Education, 35: 543–54, May 1915.

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867. **Lépine, F.** Les colonies de vacances par la mutualité. Revue pédagogique, 66: 170–78, March 1915.

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868. **Miles, H. E.** The Wisconsin continuation schools. Elementary school journal, 15: 476–90, May 1915.

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870. **Delannoy, Paul.** The library of the University of Louvain. Nineteenth century, 77: 1061–71, May 1915.

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